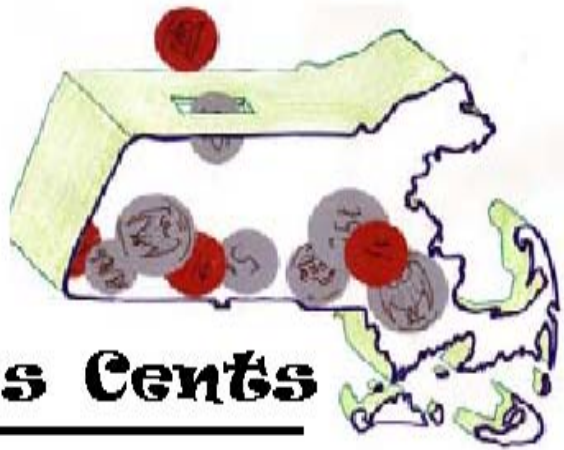


Teacher's Guide

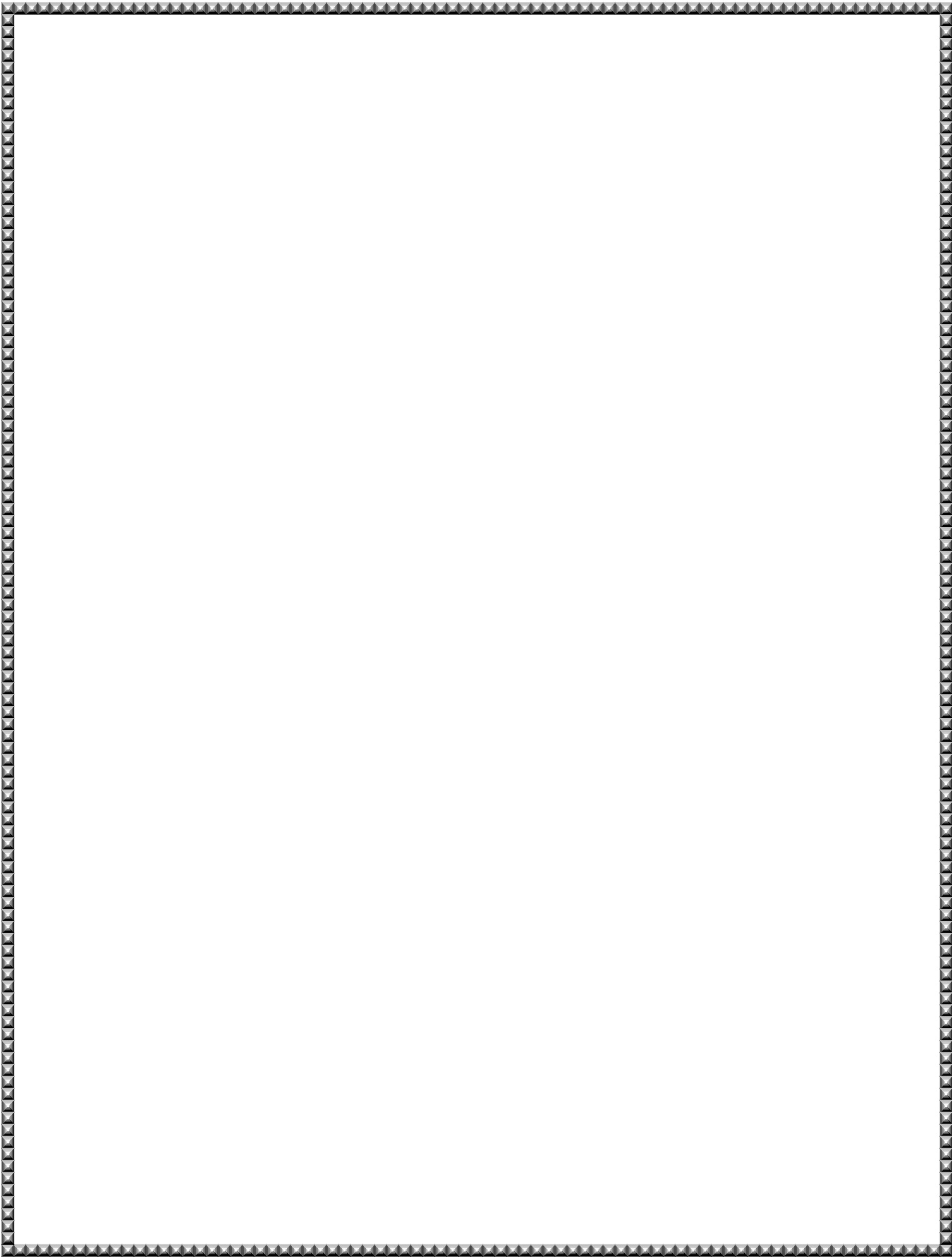
ARC 2008



Saving Makes Cents

A PROJECT OF STATE TREASURER TIMOTHY P. CAHILL

Sponsored by
Massachusetts State Treasurer
Timothy P. Cahill



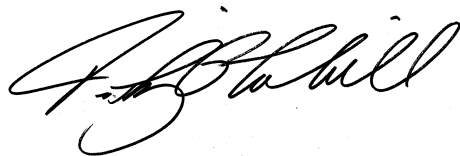
Dear Educators:

Thank you for your willingness to improve the economic literacy of your students by participating in the Savings Makes "Cents" program. This teaching guide has been designed to assist you in strengthening your students' understanding of the basic concepts of monetary management. This is the first edition of a curriculum designed specifically for those involved in ARC education. Monetary management is fundamental in basic life skill training for all and I hope that this curriculum enables everyone to learn about saving money and the basics of money management.

These activities were also specifically chosen to allow you to integrate the study of money and banking with language arts, mathematics, social studies, science and technology, and the creative arts.

This teacher's guide was created as a "work in progress." Please share with us any ideas for lessons which you have designed and which have been successful in enhancing your students' learning.

Sincerely,

A handwritten signature in black ink, appearing to read "T. P. Cahill". The signature is fluid and cursive, with a large initial "T" and "C".

Timothy P. Cahill
Treasurer and Receiver General

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Lesson One

What is Money?

Introduction:

This lesson will trace the history of money and introduce students to the concept of money as a medium of exchange.

Objectives:

- To explore why there is so much importance attached to money and discuss ways to use money wisely.
- To make students more aware of their own ideas and attitudes about money.
- To make students aware that having money means making choices and being responsible.

Suggested Materials/Speakers:

- *The Story of Money* by Betsy Maestro
- *The Totally Awesome Money Book for Kids* by Andrian Berg and Arthur Berg Bochner
- *Once Upon a Dime Comic Book* – Federal Reserve Bank New York. Call 212-720-6134 to order.
- *Why Money was Invented* by Neale S. Godfrey
- *How to Teach Children About Money* by Peggy Houser
- *Money Doesn't Grow on Trees: A Parent's Guide to Raising Financially Responsible Children* by Neale S. Godfrey
- *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* by Steve Otfinoski

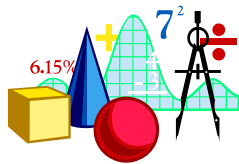
Suggested Activities/Homework:

Creative Arts



- Select a specific coin and demonstrate the things it can buy.

Math



- How many pennies are in one dollar? How many dimes, quarters. Design math problems to see how long it would take to save a certain amount of money based on allowance or doing chores. (For example, if you saved your \$5.00 weekly allowance, how long would it take you to save for a \$100 bicycle. If you mowed lawns in the neighborhood for \$10 each, how many lawns would you have to mow to save for a \$200 bicycle?)

Other Activities:

- Write a story "If I Had A Million Dollars..."
- Bring in newspaper articles about money issues and discuss them in class.

THE STORY OF MONEY:

What is money?

Money is a medium of exchange; anything that is generally accepted as a means of payment. It is anything that is commonly accepted by a group of people for the exchange of goods or services. The system of coins and paper currency that we use in the United States exists to enable people to obtain the goods and services they need in a convenient way.

We can go anywhere in our country and pay for whatever we may need. United States dollars are easily recognized and accepted even by some foreign countries. This was not always the case. The uniform system of coins and paper dollars we use today is less than 100 years old.

Good Words to Know:

Currency	The various paper and coin instruments in circulation which are accepted by a given group (usually a country or nation).
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Money Expressions



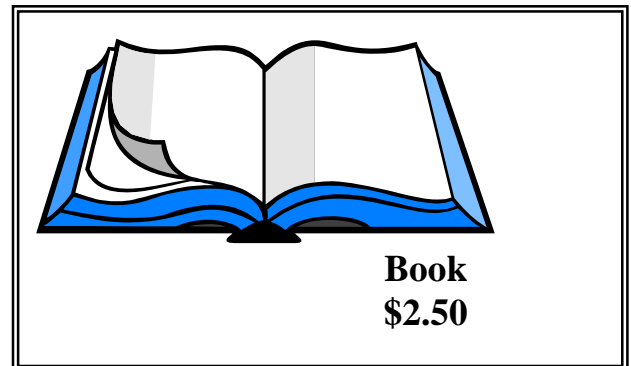
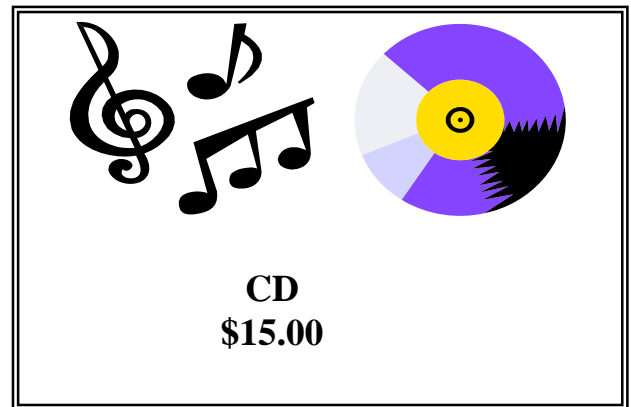
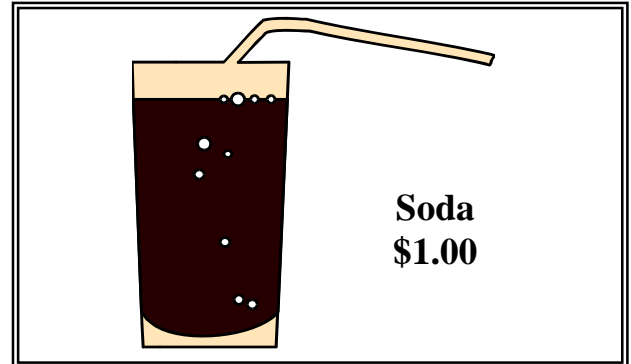
Phrases about money are part of our language. Many times a phrase or expression has a different meaning from the regular meaning of the separate words in it. These phrases or expressions are called idioms. For example, “to catch someone’s eye,” really means “to get someone’s attention.” See if you can figure out what these idioms using money really mean.

Put Your Money Where Your Mouth Is
It's As Good As Money in the Bank
Don't Let Him Nickel And Dime You
Look/Feel Like A Million Dollars
Putting In Your Two Cents' Worth
Have Money to Burn
Heart Of Gold
Good as Gold
Coin A Phrase
Money Up Front
Two Bits
Wasn't Worth Two Cents
Use Ten Dollar Words
Saving For A Rainy Day
A Penny for Your Thoughts

Money Bags
Pass The Buck
Strike It Rich
Foot the Bill
Penny Pincher
Drives A Hard Bargain
Rags to riches
It's Your Nickel
Rolling In the Dough
A Dime A Dozen
Plugged Nickel
Throw Your Money Away

Match the Money

Figure out what the money adds up to and match it with what you can buy!





Lesson Two

Where Does Money Come From and Why Do We Save?

Introduction:

In the previous lesson we discussed the history of money. Now we will look at where money comes from, how it is created and circulated, and ways people can earn it.

Objectives:

- To explain how money is made and circulated.
- To introduce students to the concept of income.

Suggested Materials/Speakers:

- *Catalogue of Most Popular Coins* by Reinfeld and Hobson
- *Marvels of the U.S. Mint* by Abelard-Schuman
- *Counterfeit Points* - Federal Reserve Bank of Boston, call 617-973-3459 to order
- *Dollar Points* - Federal Reserve Bank of Boston, call 617-973-3459 to order
- *Totally Awesome Money Books for Kids* by Andrian G. Berg and Arthur Berg Bochner
- *How to Teach Children about Money* by Peggy Houser
- *The Money Story* - Covers the history, production and usage of coins and currency (34-minute video available from the United States Mint and the Bureau of Engraving and Printing) call 1-800-USA-MINT to order.
- Local coin collector or banker

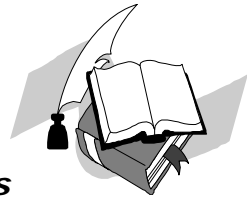
Suggested Activities/Homework:

Creative Arts



- Design your own coin and dollar bill.

Language Arts



- Describe ways in which your family members make money.

Dollars and Cents



How many coins would it take to make up \$1? How many to make \$2? Use at least one of each of the four coins.

Coin	How Many?	Total
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Total _____

Name five bills that you know. Can you name anyone whose portrait is on a bill?

- Bill
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

What do you want to save for?

Why Do People Save?

Introduction:

Lesson Five introduces the concepts of consumption and saving. It will also help to prepare students for the upcoming bank day by presenting a rationale for saving.

Objectives:

- To introduce concepts of consumption and saving.
- To encourage savings goals.

Activities

- Visit a bank with a parent or guardian. Draw or write a brief description of what you see in a bank (for example, bank tellers, people at desks, a guard, etc.). Bring in a deposit slip or brochure on a service the bank offers.
- Discuss whether you currently practice saving money. Did you save money to buy/make holiday gifts? List other reasons people save money.

Why do People Save?

As we learned in Lesson One, money serves as a medium of exchange. For example, with \$10.00 we could go to a movie, buy a book, or get something to eat. No matter where we go in the United States, our money will be accepted because we have one currency for the whole country.

Today, there are plenty of opportunities to use or spend our money. There are millions of different products available to buy. Think about how many kinds of books or computer games are available. How many different items do you think there are in your local grocery store? With so many choices available, we need to pay attention to how we spend our money. This helps us to buy the things we really need.

Saving is the best way to make sure we will have money for the things we really want and need.

What is saving?

Saving means voluntarily putting aside money for future use. People often save a certain amount regularly with a particular goal in mind. Saving goals can be short or long term. Common short-term goals may include saving for a pair of jeans or a new CD. Long-term goals may include buying a car, saving for college or buying a house. Since no one can know for sure what his or her future needs or wants might be, it is important to put a portion of the money you receive aside for special expenses or an emergency.

Where do people put their savings?

Before banks were common, people often hid their money. They might have buried it in the ground, under a floorboard, or even put it under their mattress. Today, most people keep their savings in a bank. Banks offer special accounts called savings accounts. Savings accounts are useful for several reasons:

- They provide a safe place for people to keep their money. The bank stores its money safely in fireproof locked vaults.
- Savings accounts allow people to earn "interest" on the amount they save. **The bank pays interest to the saver in exchange for the use of the money while it is deposited in the bank.**
- Even though the bank holds your money, you can withdraw your money when you need it. This only applies to regular savings

accounts. There are other accounts that pay higher interest to keep your money in the bank for a set length of time.

How much money should you save?

Generally, the amount of money people save is based upon how much money they earn, what immediate expenses they need to pay, and what they want or need in the future. A person who wants to buy a house will have to save more money than a person who wants to buy a computer. A good goal is to save 10% - 25% of your money.

The most important thing about saving is to save regularly. Try to save a portion of all the money you receive. Even if you cannot always save the same amount, saving some money is better in the long run than saving none.

Remember, having money means making choices. Few people are able to have everything they want instantly. Most people first need to save their money before they can acquire what they want. Could you buy a bicycle or a new jacket by yourself today?

You do not have to set aside so much that you don't have any money to spend, but try to set aside a little bit each week or month. For instance, if you receive a dollar you might try to save 25 cents. Before you know it, you'll have saved enough to buy something really special for yourself or for someone you care about.

Example Chart of Money Earned Through Regular Saving!



This chart shows different amounts of monthly savings assuming that the deposit is made on the 1st of each month and no withdrawals. It further shows interest accumulation at the interest rate of 2.50% and a 2.53 Annual Percentage Yield.

Note: Each account has a \$10 deposit to open.

<i>Monthly Amount Saved</i>	<i>At end of 1 Year Total</i>	<i>At end of 2 years Total</i>	<i>AT end of 3 years Total</i>	<i>At end of 4 years Total</i>	<i>At end of 5 years Total</i>
\$1	22.41	35.13	48.17	61.53	75.23
\$2	34.57	59.76	85.57	112.03	139.14
\$3	46.73	84.38	122.97	162.52	203.06
\$4	58.90	109.01	160.37	213.02	266.98
\$5	71.06	133.64	197.78	263.52	330.89
\$6	83.22	158.26	235.18	314.01	394.81
\$7	95.38	182.89	272.58	364.51	458.73
\$8	107.54	207.51	309.98	415.00	522.64
\$9	119.70	232.14	347.38	465.50	586.56
\$10	131.86	256.77	384.79	516.00	650.48
\$20	253.48	503.03	758.80	1,020.96	1,289.65
\$25	314.29	626.16	945.81	1,273.44	1,609.23
\$30	375.09	749.29	1,132.82	1,525.92	1,928.81
\$35	435.90	872.42	1,319.83	1,778.40	2,248.40



Lesson Three

The World of Work

Introduction:

In this lesson we will take a look at the different types of employment that are available today to obtain income. We will discuss a variety of jobs someone can have. We will also look at some jobs found at a bank.

Objectives:

- To introduce students to the wide range of talents and skills utilized in the work place.

Suggested Activities/Homework:

- What are some jobs that you can have?
- Choose a career and talk or write about your day on the job.

Lesson Four

What to Do With Your Money

Introduction:

All too often we spend money as soon as we get it. When the money is gone, we question how we spent it. Money is a resource in limited supply. In order to make the most of what we have, it is important to have a plan to guide us. In the following lesson, we will look at budgets.

Objectives:

- To introduce students to a basic principle of money management through budgets.
- To help students become aware of how they use their money.
- To give students an opportunity to prepare their own budget.

Suggested Activities/Homework:

Creative Arts



- Separate into two groups. Each team is planning a birthday party with a budget of \$300. Consider the number of guests, what you need (for example, cake, candles, birthday invitations) and what extras that you might like (for example, balloons, prizes, presents or picking a special location like a restaurant/amusement area). Does your budget allow for any extras?

Language Arts

- Write a "rap" about things you need versus things you want.
- Write down the amount of money you have spent over the last week. Was your money spent on needs or wants?
- Make a chart and list your needs and wants. Do any of them overlap?

WHAT TO DO WITH YOUR MONEY

What is a savings plan?

A savings plan is a money map, which shows us how much money we have available to spend and how we should spend it. Adults, businesses, and governments use savings plans. Even kids make savings plans. A saving plan makes it easy for people to see clearly how they are spending their money and how much they can save for the future.

How do you make a savings plan?

The first step is to write down how you spend your money on a daily basis. If you bought something for lunch, how much did it cost? Did you buy a CD or loan some money to a friend? By keeping a daily record of how you spend your money, you will be able to see over a week's time where your money goes. Once you know how you spend your money, you can decide where you might be able to spend less and save money for other purposes. Now you are ready to make a savings plan.

To make a savings plan we look at four things:

- 1) How much money you have
- 2) Expenses you must meet
- 3) Items you would like to buy
- 4) Amount you would like to save

Savings plans highlight the difference between expenses that must be made and voluntary purchases that we like to make. They illustrate needs and wants. ***A need is something we must have to survive.*** Food, shelter, and clothing are three primary examples of needs.

Wants are things we would like to have. They make our daily lives more enjoyable but are not necessary for our survival. Vacations, bicycles, and video games are wants. Sometimes people or businesses get into trouble by spending too much money on the things they want. Because we all have a fixed amount of money to spend, if we overspend in one area, we may come up short in another area (for example, using the rent money for a vacation). Therefore, for our own protection, we should always try to distinguish between a need and a want.

Pretend you receive \$5.00 a week as an allowance. From your \$5.00, you know you will have to use \$2.00 a week for milk money at lunch. That leaves \$3.00. You might want to spend it all on candy, but

there's a CD you would really like to have. Suppose your parents have agreed to get it for you as long as you contribute \$6.00 of your own money. What should you do?

Your savings plan shows you have \$3.00 left over each week for spending. You could save the \$3.00 each week for two weeks. Then you would have the \$6.00 necessary to buy the CD, but that means you couldn't buy candy for two weeks. So instead, perhaps you could save \$1.50 each week for four weeks to buy the CD. You would still have \$1.50 with which you could buy candy each week.

Why Make a Savings Plan?

You might ask, "What's the point of saving, if I have to wait a whole month before I can get what I want? Why shouldn't I just give my parents money immediately for the CD from my weekly allowance?" That is one way to do it. However, where would you get the money each week for your expenses like milk money?

At some point you will need to make a choice. If you had not prepared a savings plan, you probably wouldn't have been aware of your expenses. You also might find yourself halfway through the week with no money left to spend.

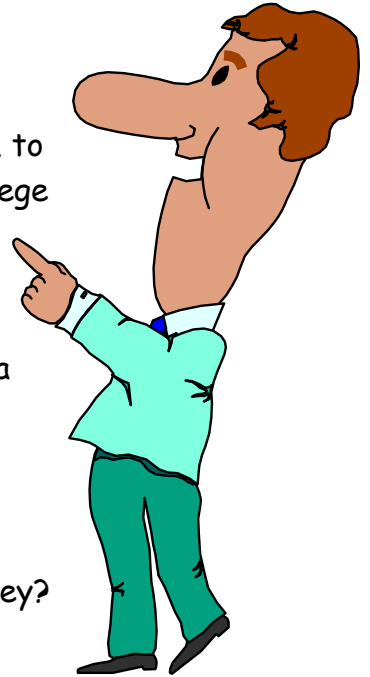
By making a savings plan, you will be able to decide where your money should be spent for maximum reward. While that means you may need to wait a little longer for something you really want, it also means you will still be able to enjoy other activities like buying ice cream after school.

As Neale Godfrey says in *The Kids Money Book*, "Managing money can be very simple once you understand that what you have to spend is all you have to spend."

Making Good Choices!

Having money gives a person the opportunity to do a lot of different things. Maybe you would like to save for a new bicycle, to buy a gift, to save for something in the future like a car or a college education. Having money also means that you will have to make choices about spending.

Work in small groups and discuss the following situations. Make a presentation to the class and explain why you made a particular choice.



1. You received \$100 as a prize for winning a writing contest. Which of these choices would be the best use of that money?
 - a. Hide the money in your bedroom.
 - b. Put the money in your savings account where it earns 5% interest monthly. (Remember that means at the end of the first month, you will have \$105. At the end of the second month, you will earn another 5% of \$105, so you will have \$110.25 and so on.)
 - c. Buy the skates or bike you have always wanted, even though it is now Winter and you won't be able to use them until Spring. The skates/bike cost \$100.
2. You have saved \$300 by doing small jobs in the neighborhood. Which of these choices would be the best use of that money?
 - a. Put \$100 in your savings account where it earns 5% interest monthly and spend \$200 on a new bicycle or video games.
 - b. Put \$300 in your savings account where it earns 5% interest monthly, (\$315 after 1 month) and after a year, see if you can afford a new bicycle for you and cd's and new games...

My Earnings Diary

Use this information to complete
The *Weekly Income* section of
your *Budget Sheet*.



How I EARNED My Money (INCOME)

ALLOWANCE \$ _____ GIFTS \$ _____
+ +

EARNINGS \$ _____ OTHER \$ _____

TOTAL (A) \$ _____

My Spending Diary

Use this information to complete the weekly
expenses section of your *Budget Sheet*.

	<i>Snacks</i>	<i>Books/Music</i>	<i>Gifts</i>	<i>Toys</i>	<i>Savings</i>	<i>Other</i>	<i>Daily Total</i>
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Weekly Totals							Grand Total

My Savings Plan

Weekly Income

ALLOWANCE \$ _____



GIFTS \$ _____



EARNINGS \$ _____



OTHER \$ _____



TOTAL (A) \$ _____

Weekly Expenses

SNACKS \$ _____



BOOKS/MUSIC \$ _____



TOYS \$ _____



GIFTS \$ _____



OTHER \$ _____

TOTAL (B) \$ _____

Total Income (A)

\$ _____

Total Expense (B)

\$ _____

What do you want to buy?
How much does it cost?

How long will it take you to
save enough to buy it?

How Would You Spend One Million Dollars?

Make Your Selections and Add Them Up.

One Million Dollars

<i>ITEM</i>	<i>PRICE</i>	<i>YOUR SELECTION</i>
A Convertible car	\$50,000	_____
World's greatest CD Selection	\$25,000	_____
Small Airplane	\$350,000	_____
Sailboat	\$125, 000	_____
Season tickets to the Red Sox Patriots,Celtics, or Bruins	\$25,000	_____

Eating at a restaurant	\$50,000	_____
Every night for a year.		
Clothing Shopping Spree	\$100,000	_____
Library of Great Books	\$50,000	_____
Computer With Software	\$4,000	_____
In ground pool	\$150,00	_____
Big-Screen TV, VCR, Movies	\$75,000	_____
Donations To Charities	\$_____	_____
Savings and Investments	\$_____	_____
	TOTAL	\$



Lesson 5

WHAT DO BANKS DO AND HOW DO THEY WORK?

The primary role of most banks is to attract deposits of money from customers in order to have money to loan individuals and businesses who need to borrow. Let's examine the flow of money more closely.

Most people do not like to carry more money than they need. Banks offer a safe place to keep money until it is ready to be used. People who put money in a bank are called **depositors**.

Not all depositors have the same needs. Banks offer various types of savings accounts for people whose primary need is to have a place to keep money they don't plan to use right away. A bank will also offer a small payment, called **interest**, to depositors who keep their money in a savings account. Interest rates for savings accounts may vary according to the bank and the type of savings accounts. It is important to check around and compare rates before opening an account.

Why are banks considered a safe place to keep money?

The federal government insures up to \$100,000 for each bank depositor. The agency responsible for insuring bank deposits is called the Federal Deposit Insurance Corporation (FDIC). Money insured by the FDIC is covered against fire, theft, or bank failure (as during the Great Depression). Therefore, you can be assured that if something were to happen to the bank, you would have up to \$100,000 of your money replaced. If you have more than \$100,000 to deposit, it's a good idea to consider depositing your money in more than one bank.

Banks must keep very strict records of their accounts. To help the bank keep track of how much money each person deposits or withdraws, depositors fill out special forms. To deposit money into your account, you must fill out a deposit slip with your name and account number on it. The deposit slip lets the bank know how much money you put into your account. A bank will not accept a deposit without a deposit slip, so make sure you always have one filled out when you go to make a deposit.

To help the customers keep accurate records, banks issue receipts for every deposit and withdrawal made. The receipt is your proof that you deposited or withdrew money from your account. Once a month, banks send their customers a letter or statement summarizing all transactions that have

occurred during that month. The statement will list the account balance and show how much interest your money earned. It is a good idea to carefully check your statements to make sure there are no errors.

Why do banks pay people to keep their money in the bank?

Banks need to have money, called "capital," available in order to make loans. **Banks earn a profit by paying depositors less in interest than they charge borrowers to borrow.** For example, a bank may pay depositors three cents per year for every dollar they deposit, but it charges borrowers seven cents for every dollar borrowed. The bank keeps the four cent difference to pay expenses and earn a profit.

When a bank lends money, the transaction is referred to as a loan. The bank and the person borrowing the money enter into a contract that states that the borrower will pay back the bank. Remember, banks use depositors' money to make loans. Banks try to be very careful to make sure the people they lend money to will be able to pay the bank back.

How can banks lend money that isn't theirs?

Banks do not lend out all the money they have from depositors. They are required by law to reserve a certain amount for their depositors' needs. After all, the bank doesn't know when a customer might want to withdraw some money from their account. Banks maintain a healthy supply of cash at the bank to make sure their depositors' needs will be met.

What is a Checking Account?

Savings accounts aren't the only type of accounts offered by banks. Many times a person might want to keep their money in a safe place, but they may also want to be able to spend it at a moment's notice. Banks offer checking accounts so people can have instant access to their money without having to carry around cash or go to the bank to get it from their savings account.

Here's an example: At the grocery store, the cashier tells you that your groceries cost \$20. You pull out your checkbook and write a check to the store for \$20. What happens next? The store sends the check you wrote to your bank for payment. The bank will subtract \$20.00 from your checking account and give it to the store.

Checking accounts offer people tremendous convenience. However, it's important to remember to be certain you have enough money in your account before you write a check. We will talk about checking accounts in more detail in a later lesson.

GOOD WORDS TO KNOW:



Bank	An institution that lends, receives, and holds money.
Bank Account	Money in a bank that can be withdrawn by the owner of the account.
Capital	The amount of money a person or a bank has to spend.
Check	A written request to the bank to subtract a specified amount of money from the check writer's account as payment for received goods or services.
Checking Account	A bank account against which allows the owner to write checks.
Deposit Slip	A form used by a person to show how much money he or she is depositing in his or her checking or savings account.
Interest	The fee a bank pays a depositor for keeping money in the bank; the fee a bank charges a borrower for borrowing money from the bank.
Receipt	A written statement from the bank showing that money has been received.
Savings Account	An agreement between a bank and an individual, where the individual places his or her money with the bank in exchange for the bank's providing safe keeping and paying the individual interest
Withdraw	The act of taking money out of an account.

SAMPLE CHECKS

Name	_____	5-113/110	101
Address	_____ _____	0011318905	Date _____
PAY TO THE ORDER OF: _____		\$ _____	
		DOLLARS _____	
_____ Sponsoring Bank Name			
MEMO	_____	_____	
354500 0: 0011318905: 000101			

Name	_____	5-113/110	102
Address	_____ _____	0011318905	Date _____
PAY TO THE ORDER OF: _____		\$ _____	
		DOLLARS _____	
_____ Sponsoring Bank Name			
MEMO	_____	_____	
354500 0: 0011318905: 000102			

Sample Deposit Slip

Front

Kids Cooperative Bank

Account Number _____

Date

Account Number

Name

Address

City State Zip

WE RESERVE THE RIGHT TO WITHHOLD
AVAILABILITY OF FUNDS DEPOSITED BY CHECK
PENDING COLLECTION. SOME CHECK
DEPOSITS MAY NOT BE AVAILABLE FOR
IMMEDIATE WITHDRAWAL.

Cash	Currency		
	Coin		
Total From Other Side			
Total			
Less Cash Received			
Net Deposit			

If your address has changed, please notify the teller

Back

YOU MAY LIST ADDITIONAL CHECKS HERE. PLEASE CARRY THE TOTAL TO THE
FRONT

Additional
Check
Listing

Dollars

Cents

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

25

Total _____
(Transfer Total to Front of Ticket)

Savings Account Register

[illegible]



Word Search

Find These Words in the Puzzle

budget

deposit

check

endorse

money

check register

ethics

currency

income

credit

A	B	E	D	E	F	G	I	K	L	M	O	N	E	Y	Q	X	C	F	G	K	Z	B	D
U	X	N	P	M	V	A	L	S	O	P	X	Y	A	C	D	V	H	P	B	D	S	W	E
P	Q	D	L	I	X	W	Y	I	E	N	T	O	R	P	E	M	E	Q	X	I	J	C	B
J	Q	O	O	W	N	P	B	E	O	Y	D	B	I	W	C	O	C	S	A	B	P	W	I
E	W	R	P	B	E	C	L	M	N	Q	C	Y	P	W	B	R	K	R	V	U	W	W	T
S	I	S	P	E	M	N	O	X	Q	W	E	C	P	W	B	S	R	K	L	D	D	G	T
N	J	E	T	O	I	T	S	M	M	N	Q	N	B	A	C	O	E	D	P	G	G	D	E
E	O	I	B	O	O	S	T	P	E	W	N	E	O	W	E	B	G	S	I	E	V	E	Q
P	B	O	K	S	M	E	X	P	Q	J	B	R	O	B	B	O	I	X	V	T	O	P	O
X	O	P	E	T	H	I	C	S	T	D	F	R	L	P	S	A	S	M	P	O	L	O	K
E	U	K	O	U	M	N	F	D	R	L	V	U	L	P	J	D	T	Z	E	A	U	S	I
X	C	H	E	C	K	L	P	F	R	S	E	C	V	O	C	R	E	D	I	T	G	I	O
P	K	O	F	B	T	D	C	E	S	I	O	J	L	M	D	E	R	O	Q	I	T	T	M

Unscramble Each Group of Letters

1. YOMEN

2. VESA

3. RANE

4. SEDTIPO

5. TINSEV

6. CHITES

7. MEICON

8. XEEESNP

9. DECTIR

CERTIFICATE OF ACHIEVEMENT



Saving Makes Cents

A PROJECT OF STATE TREASURER TIMOTHY P. CAHILL

This Certifies That

Has successfully completed the Saving Makes "Cents" Program and has the knowledge and good sense to handle money wisely in the future.

On This the _____ Day of _____ 20____

Timothy P. Cahill ~ Massachusetts State Treasurer